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ABSTRACT

This handbook was designed for parents and school staff and administrators to provide information about organizing Elementary and Secondary Education Act Title I Parent Advisory Councils on the local school and school district levels. The handbook presents discussions on the history of Title I, funding, access to information, council organization, meeting and election procedures, developing agendas, areas of parental involvement, and evaluation of effectiveness. Also included are a guide to Title I resources, a glossary of relevant terms, and suggestions for council activities. (Author/MK)

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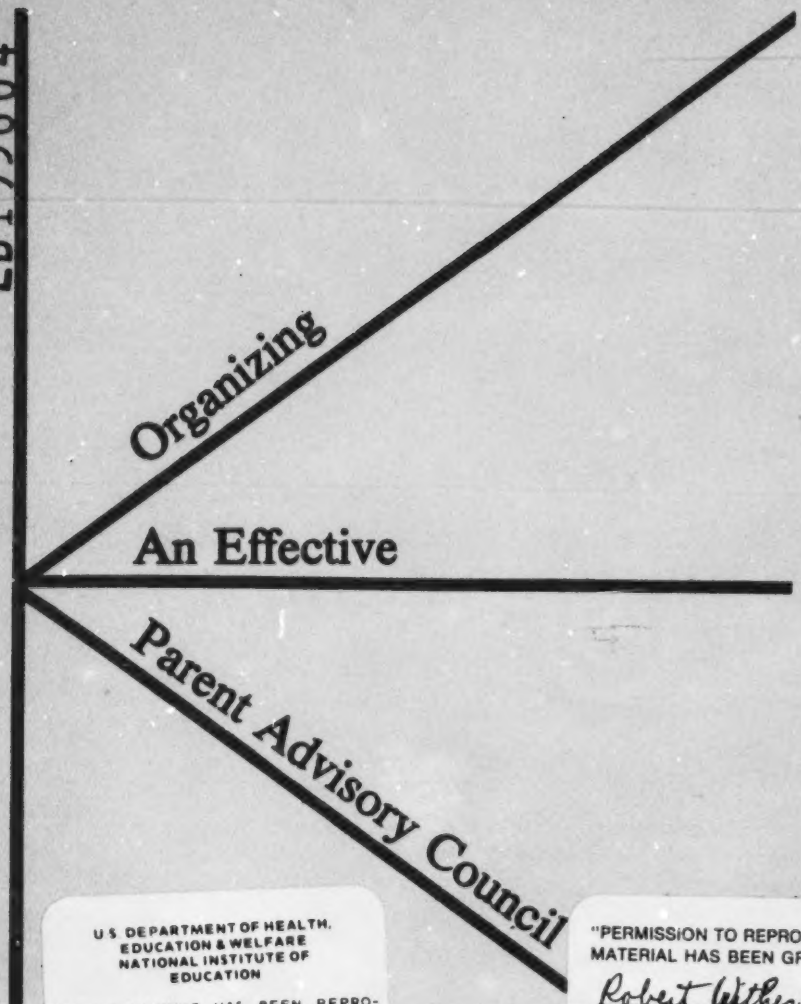

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Organizing

An Effective

Parent Advisory Council

Second Printing

A handbook developed for Title I parents,
staff and administrators by the
National Coalition of ESEA Title I Parents.

We are grateful for the assistance of the following persons in the preparation of this handbook:

- Parent Involvement Specialists at the Division of Education for the Disadvantaged (DED) at the U.S. Department of Education;
- Staff of the Federal Education Project (FEP) of the Lawyers' Committee for Civil Rights Under Law;
- Members of the Board of Directors of the National Coalition of ESEA Title I Parents.

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Preface

This handbook was designed to give you basic information on organizing Parent Advisory Councils at both the local school and school district level. The information provided should enable you to comply with Title I regulations, increase parent participation in your Title I program and strengthen your involvement in your child's education process at home and school.

You as a parent are unique. Your involvement is important to the education of your children because:

- You are your children's first, most important, and in many cases most successful teacher. You have taught them some of the most difficult tasks they will ever have to learn; how to talk, how to walk, how to feed and dress themselves.
- You know your children better than anyone else. You know their strengths, their weaknesses; what interests them and how to get their attention; what their dreams are and their fears; how their curiosity is aroused by certain things; or how the best side of them can be brought out. You know things about your children that even the most dedicated teacher can never discern.
- Your tax dollars pay for school personnel, equipment and facilities. As a consumer it is up to you to see to it that your money supports services and programs that will help your children reach their full potential.

This handbook can be used as a guide for all parents, as an introduction to Title I for new parents, as material for workshop presentations, or as a reference for Title I teachers, administrators, school board members or other community groups. The material presented is designed to encourage teamwork among those involved in the planning, implementation and evaluation of Title I programs.

It is **your** handbook. We have attempted to organize it in the most convenient manner. But the use is up to you. Examine your program in light of the information, suggestions, and examples provided here. But don't make changes just to have something new. Our hope is that we have gathered ideas that you will find useful, thought-provoking and valid.

History of Title I and Parent Involvement

In 1965 Congress enacted the Elementary and Secondary Education Act (ESEA) which through Title I provides financial assistance to Local Education Agencies (LEAs) to meet the needs of educationally deprived children living in low-income areas. Title I funds offer supplemental assistance primarily in the areas of math, reading, language arts, and supportive services to children performing below grade level. In addition to public school children, Title I participants include children in state institutions for the neglected and deliquent, migrant, Indian and handicapped children and those in non-public schools.

The need for active parent involvement in Title I has been consistently recognized by Congress in the history of amendments to Title I since 1968. For the first three years there were no policy statements issued regarding the rights of parents to be involved in the operation of Title I-funded projects. Then, in 1968 the U.S. Office of Education (OE) issued guidelines which encouraged but did not require the establishment of district-wide parent advisory councils (DACs). In 1970 Congress passed legislation which strengthened OE's position and enabled the Commissioner of Education to mandate the establishment of DACs. The purpose of parent advisory councils is to advise LEAs in the PLANNING, IMPLEMENTATION, and EVALUATION of Title I programs.

The most critical change in federal requirements for parent involvement after 1970 took place with the passage of the 1974 Amendments to Title I. For the first time Congress mandated district-wide and school site parent advisory councils (SACs). This legislation also required that parent members of SACs and DACs be "selected by parents."

In the 1978 Amendments, the requirement that SAC and DAC members be "selected by parents" was changed to "elected by parents." Training programs developed in consultation with council members and parent access to information were also strong points of this legislation.

Funding Process

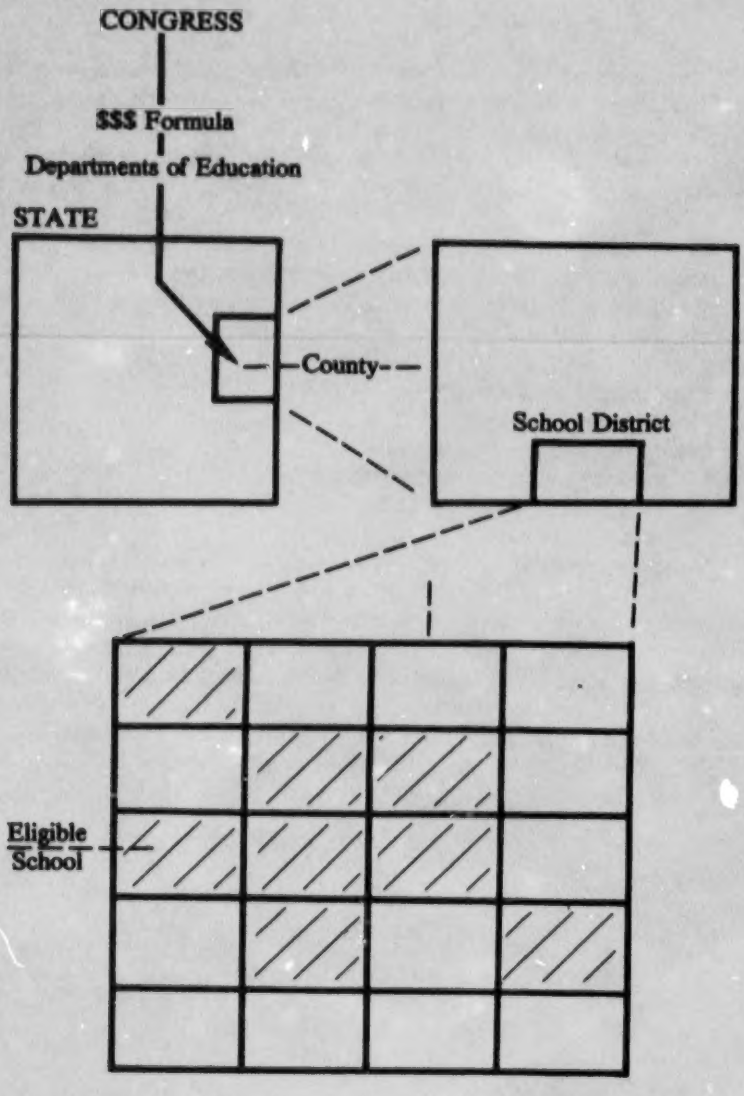
Funds for conducting Title I programs are appropriated by the Congress and allocated to states based on Title I formulas. These formulas are:

- Census data relating to number of children aged 5-17 from low-income families;
- AFDC (Aid to Families with Dependent Children) children from families in excess of the current index of poverty;
- Number of children in state institutions for neglected and delinquent children;
- Number of children in foster homes.

The sum of the above is multiplied by 40% of a state's average per pupil expenditure except that the amount shall be no less than 80% of the national per pupil expenditure, and no more than 120% of the national per pupil expenditure.*

Grants on county basis are determined by the U.S. Department of Education and by the respective state departments below county level. It is important to remember that once a target area school has been designated as a Title I school, family income ceases to be a criteria for participation. Educational deprivation becomes the sole determinant for student participation.

*Total amount authorized is ratably reduced to amount available for grants to LEAs.


CONGRESS
$$$ Formula
Departments of Education
STATE
County
School District
Eligible School

Parent Access to Information

Parent advisory councils must first be knowledgeable in order to be effective in the planning, implementation, and evaluation of Title I programs. P.L. 96-46 (part of the 1978 Amendments to Title I) requires LEAs to make available to each advisory council free-of-charge and, upon request, to individual members copies of:

- Title I statutes
- Federal regulations and guidelines concerning Title I
- State and local regulations and guidelines concerning Title I

In addition to these regulations and guidelines, each LEA shall make other material available to parents, teachers and the general public including copies of:

- Present and previous applications
- Monitoring and evaluation reports
- Audit reports
- Community needs assessment reports
- Criteria used in selection of Title I schools and participants
- Other pertinent data

To improve your knowledge of your local Title I program be sure to request and make use of this information. Poll your membership to see who wants or needs copies of the law or federal regulations, or designate a specific person to bring copies of these documents to each PAC meeting for on-the-spot reference. Your local Title I staff can also be helpful in clarifying or answering any questions you have about terminology and information each item contains.

The more informed you are, the more you will be able to improve Title I services and provide a stronger link between school, home and community.

Training: A Requirement

Mandating an access to information provision does not in itself equip parents with sufficient knowledge to function as effective council members. Title I statutes and regulations are complex and training is vitally important to a full comprehension of program requirements.

The writers of the 1978 Technical Amendments recognized this importance and required that LEAs in consultation with council members develop a parent training program and describe this program in its application to the State Education Agency (SEA).

Title I law permits the use of Title I funds for expenses associated with training, including expenses associated with the attendance of members at training sessions.

The training program your council members develop gives them an opportunity to grow individually and function effectively as a group. Poll members in advance to find out individual training needs. The sample questionnaire on page 6 might be useful in assessing training needs.

Training programs should provide:

1) assistance in meeting the basic responsibilities of the PAC such as how to report on a monitoring visit, how to evaluate the reading program, how to review a budget, etc.
2) assistance in meeting the needs of the children, parents and community.

Your training program might include the following topics:

How Children Learn
Child Neglect and Abuse
Language Development
Math Concepts
Programs for the Handicapped
Child Development
Metric System
Nutrition and Health
Community Self-Help Services
Use of Television
as an Educational Tool

Helping a Child Select a Career
Project Area Selection
How to Conduct a Meeting
Overview of Title I
Testing
How to Read an Application
Complaint Procedures
Competency Based Testing
Needs Assessments
Title I and Parent Involvement
Program Evaluation & Procedures
Leadership Development

Sample Parent Questionnaire
in Developing Training Program

Please mark the areas you would like more information on:

- ☐ What Is Title I?
- ☐ How Can I Help Build Reading Skills in My Children?
- ☐ How Can I Teach My Child?
- ☐ What Is Language Arts?
- ☐ How Can Math Be Taught At Home?
- ☐ How Can Parents Enrich Their Child's Education?
- ☐ How Can Working Parents Effectively Use Their Time?
- ☐ What Is A Father's Role In Education?
- ☐ How Do I Find and Use Community Resources?
- ☐ How Much Influence Does Television Have on Children?
- ☐ What Should I Ask A Teacher?
- ☐ How Can I Understand A Report Card?
- ☐ How Do I Read An Application?
- ☐ What Are Program Evaluation Procedures?
- ☐ What Is A Needs Assessment?
- ☐ How Do I Conduct and Participate in A Meeting?
- ☐ What Is Competency Based Testing?

Organizing A Parent Council

Organizing a parent council basically occurs in the following sequence:

Step I: The first planning session
Step II: The orientation meeting
Step III: The second planning session
Step IV: The organizational meeting

Step I: The First Planning Session

One way to ensure that the first meeting of your Parent Advisory Council will be successful is to do as much advance planning as possible. Many of the problems that come up during a meeting can be avoided with some forethought.

A planning session is one tool that many parent groups find useful. Prior to the orientation or first formal meeting of your council, parents presently involved in the program, former Title I parents, active community people, Title I staff members and administrators should meet to work out the specific details of this first meeting.

Review the Sample Planning Session Agenda that follows on page 11.

Some of the information listed on this agenda may seem insignificant, but often minor details cause the biggest headaches. Even with the best planning and preparation problems can develop. But always have an alternative and always plan for the unexpected (i.e. projectors that break down, illness, lost material, etc.). Let's briefly discuss this agenda.

A. Release of Name Form

Your planning session should begin with a discussion of the release of name form used to notify Title I parents of meetings and other program activities.

According to the Family Educational Rights and Privacy Act of 1974 (or "Buckley Amendment") it is unlawful for a school district to release a student's educational record or other personal information to anyone other than: 1) officials and teachers of the school presently attended by the student; 2) officials of schools where the student plans to transfer; 3) authorized representatives of state and federal education or auditing agencies; and 4) officials involved with a student's application or receipt of financial aid, without the written consent of the student's parents. This written parental consent must also specify what will be released, the reason for the release and who will be the recipients of this information.

The law does however allow school districts to give out what is called "directory" information about students (i.e. names, addresses, telephone numbers, date and place of birth, dates of school attendance, etc.) to "other

school officials" whom the local district determines to have "legitimate educational interests." Parent coordinators employed under the Title I budget for example, could be classified as school officials with a legitimate interest in getting a list of Title I parents.

Title I regulations require local school districts to "establish appropriate procedures whereby parents of children who are currently participating in a Title I project or who will be participating in the (following year's) proposed project (may) be identified so that they may be considered for membership on a school, intermediate or district advisory council. In no case may parents be identified (for the purpose of council selection), unless they have first given their consent to be so identified."

The school district is primarily responsible for establishing procedures to identify eligible parents. Since districts must seek the advice of the DAC on this subject, however, SAC members should be aware of available options. Here are some options to consider:

- Schools could distribute consent notices individually to parents of students receiving Title I services, asking them for permission to release their names if they want to be considered for membership as part of the SAC majority.
- School districts could also send or mail a notice to all parents in a Title I project school attendance area, announcing that parents whose children were actually participating in Title I and who wanted to be considered for SAC membership should identify themselves by sending in a written consent, or by attending a special meeting.
- SAC members may talk to all parents in these attendance areas, asking that those interested in joining the SAC sign the written consent forms.
- Title I parents could be invited by school officials to a meeting about the program, and then asked to give their written consent and to participate in SACs.
- Teachers of Title I students could explain the purposes of SACs and the requirements of written consent at conference sessions and parent-teacher visits.
- Local radio and television stations that broadcast information about community events could be requested to read a copy of a public service announcement about SAC election and the need to obtain consent.
- Local newspapers can be asked to run stories about the program and the need for written consent in order to elect SAC members.

Because no child's educational status is publically revealed without parental consent, no violation of the Buckley Amendment would occur under any of these approaches.

Some school district officials or local school administrators may attempt to withhold this and other types of information from SAC members in order to avoid violating the Buckley Amendment. It is important for parents and SACs

to remember, therefore, that the Buckley Amendment applies only to information about individual students whose identities are revealed, and that even as to that type of information, if written consent is obtained from the parent, SACs have legal right to the information.

On the other hand, parents should also be aware that their consent to be identified as parents of Title I children for purposes of SAC election does not mean that a school district has the right to release test scores and other personal information about their children. The Buckley Amendment provides that such information about their children shall be released to persons other than parents only if written parental consent is given for that specific information to be released. SACs should make every effort to safeguard the privacy of Title I parents and children, while at the same time assuring access to the information necessary for effective functioning.

If you, as a parent, were confused by the release of name form used last year, then during your planning session suggest changes. Perhaps other parents didn't respond to the notices because they didn't understand the form. (See Sample Release of Name Form)

Sample Release of Name Form

I, _____ ☐ (do) ☐ (do not) give _____

permission to release my name, address and phone number to be used in sending material concerning the Title I program, meetings, workshops and training activities.

I understand that this information will be given only to school personnel, Title I staff and members of the council responsible for keeping me informed about Title I.

Signed _____
Address _____
Phone (home) _____
(work) _____
Date _____

B. Developing An Agenda for the Orientation Meeting

Develop an agenda for the orientation meeting and all subsequent meetings that clearly specifies what will be discussed, when and where. Never hold a meeting just for the sake of meeting.

The following decisions must be made in your planning session concerning the upcoming orientation meeting.

1. Date, time and place of meeting.

The law provides that the time and location of school council meetings be determined by council members. Try to set meetings at a time and place convenient to most members. Hold parent meetings to a regular time and location (i.e. 7:30 p.m. at Haven Elementary) so that members can plan accordingly. Also, if your group meets during the day, consider holding occasional evening meetings so that working parents can attend.

2. Who will chair the meeting?

The last chairperson available should chair the orientation meeting. If, however, none of the previous officers are available, a returning or former parent may serve as chair. The chairperson in either case should be someone who can help the meeting flow smoothly, make new parents feel at ease, draw out questions, and handle unforeseen incidents.

3. What material will be presented?

Parents are more likely to attend meetings if the topics planned interest them. The material to be presented must cover certain areas, but don't overwhelm the parents. Your goals at this first meeting should be to get parents interested, make them want to participate, make them feel a part of the process and allow them opportunities to get to know other parents and ask questions about the Title I program.

4. Who will be the main speaker?

Your guest speaker at the first meeting will of course depend on the topics selected and availability of resource personnel. Local school staff and others involved in Title I administration make excellent resources. But don't forget former parent council members and members of community organizations. Title I is designed to encourage parent and community involvement in the educational process.

C. Inform the Public

Develop alternate ways of notifying parents and the general public of your first council meeting. Don't depend on just one method. Volunteers at the planning session can write notices to parents, announcements for radio and television stations and newspapers, or make posters for schools, local businesses and other places in the community. If your Title I program has some outstanding achievements (e.g. increased reading/math scores) why not have a reporter write about this as a way of motivating parents to come to the first meeting. Check with newspapers, television and radio stations to find out the deadline for submission of announcements. Some newspapers require that announcements be submitted three to four weeks before the activity. Many radio and television stations let individual members of parent groups make their own announcements.

After obtaining the release of name form, telephone committees can assist in informing parents of meetings. But be sure that everyone on these committees understand that they cannot give any Title I parent's name, telephone number or address to anyone else. These committees can also help find out which parents need transportation or babysitting services, so that special arrangements can be made.

Notify members of the orientation meeting in writing at least one week in advance and follow up with telephone reminders. If possible send a copy of the

agenda so that members can come prepared. (Always indicate meeting date, time, and location.) The methods you select should be effective in transmitting meeting information to Title I parents and the general public.

D. Arrange Meeting Place

The arrangement of the meeting room should be comfortable to adults and conducive to group interaction. The room should be well-lit and ventilated, and large enough for role play situations, or small group discussions. Select persons responsible for resource and refreshment tables, audiovisual equipment, attendance taking, etc., during the planning session.

E. Another Planning Session?

Persons present at the planning session must decide for themselves if the arrangements they have made can be finalized at least two weeks before the actual orientation meeting, or if another planning meeting is necessary.

The following Sample Planning Session Agenda and Orientation Meeting Agenda summarize much of the material we have discussed.

Sample Planning Session Agenda

A. Review release of name form for Title I parents; suggest changes, if necessary.

B. Develop agenda for orientation meeting.
- Date, time, place
- Who will chair the meeting?
- What material will be presented?
- Who will be the main speaker?

C. Inform the public.
- How will we notify parents?
- Can we use local radio/television stations?
- Can we get volunteers to help us make calls, write notices, or make posters?

D. Arrange meeting place.
- Who will arrange the room and chairs?
- Who will take attendance?
- Will we need a projector and screen? If so, who will run it?
- Who will handle the resource table?
- Will we have refreshments? What? Who will provide them?
- Who will clean up the room?

E. Another planning session?

Agenda

Haven Elementary School
Title I Parent Organization
Orientation Meeting
September 25, 19___

Greetings and Introduction of Staff and Guests – Mrs. Dorothy Jones, Chairperson

Let's Get to Know Each Other – Mrs. Linda Brown, Parent

Looking At My School – Mr. Jeffrey Locke, Principal

- The school building
- School rules
- Visiting your child's room

"I Looked At My Child's School" – slide presentation, Mr. Carl Anderson, Parent

- What are the strengths?
- What does it need?
- How I feel about the school?
- Suggestions on observing at school.

Overview of Title I – Mrs. Jo Pratt, Title I Coordinator

- Title I services in the school & district (SAC-related expenses)
- Funding process

Overview of SAC/DAC Elections – Mrs. Dorothy Jones

The Next Meeting – Mrs. Dorothy Jones

- Volunteers to assist with planning the next meeting.
- Suggestions for getting more parents involved.

Adjourn

Refreshments

Step II. The Orientation Meeting

As we stated earlier, the basic purpose of this first meeting is to familiarize parents with each other and the Title I program. The atmosphere should be congenial, open and most of all informative.

We have already mentioned topics that may be covered at the first meeting (See Haven Elementary School Agenda, pg. 12). This section will primarily focus on techniques for conducting a successful council meeting.

Techniques for Conducting a Council Meeting

- Start meetings on time and limit them to perhaps one or one and one-half hours.
- Have an agenda prepared and state the purpose of your meeting clearly.
- Time your topics so that the meeting "flows." Discuss one subject at a time. Don't stay on one subject so long that the meeting must be extended or the rest of the agenda ommitted. The meeting pace should satisfy the entire group.
- Have resourceful Title I parents or staff and Title I materials at meetings for back-up information.
- Solicit views from all persons present – parents, teachers, principals, Title I staff. Take into consideration different points of view. Don't ignore or disregard another person's opinion. Majority opinion is sought, but the minority should have the right to present its case.
- Stress cooperation, not conflict. Each proposal should be freely debated with meaningful discussion. Go from a problem to a solution. If a solution can't be reached at this meeting, plan to have one for the next meeting.
- Use terminology and language that everyone can understand.
- Watch for emotional buildup. Use humor at times to relax the group.
- Be sure to frequently summarize what has been discussed.
- At the close of the meeting, review all decisions reached and plans made concerning the council, school board or regional office.

On pages 60-61 you will find other activities and methods for enhancing your meetings.

Parliamentary Procedures

Each council should adopt a set of rules or parliamentary procedures to govern what happens in meetings. Written or formal rules help people work together better. They should not stop the group from suggesting ideas or making decisions. If meeting rules hold the group down, the rules should be changed.

Parliamentary procedures may be taken from any number of sources. *Robert's Rules of Order* (available in most public libraries) is the best authority.

How To Conduct A Meeting

BEFORE THE MEETING	Check seating arrangement
	Strive for informality
	Have chairperson, secretary and makers of reports all up front
	Check the agenda
SAMPLE AGENDA	Call the meeting to order
	Roll call
	Minutes
	Reports of officers Chairperson (president) Treasurer (if there is one)
	Standing committee reports
	Special committee reports
	Unfinished business
	Postponed business
	New business
	Adjournment

Recordkeeping

Minutes are a record of what is done and said at a meeting. They should be kept in a permanent book, and always include the name of the group, date, place and time of the meeting, name of presiding officer and secretary, and names of members present. Minutes should also objectively report (without personal comment) all business transacted, and motions passed. Rewrite them as soon after the meeting as possible and make sure they are signed by the secretary (chairperson also, if they are to be published).

How Action Takes Place

1. An issue is brought before the group.
2. An individual gets recognition from the chairperson and makes a motion.
3. The motion is seconded.
4. The chairperson restates the motion.
5. There is discussion.
6. The chairperson restates the motion.
7. Voting follows.
8. The chairperson announces the result.
9. The group follows through.

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What is a Motion?

When a recommendation is made that the group take specific action, the suggestion offered is called a motion. It requires the group to move together on a definite issue.

How is a Motion Made?

1. RECOGNITION. Get the chairperson's permission to speak by saying, "Mr. or Madam Chairperson."
2. MAKE THE MOTION. Offer your recommendation to the rest of the members by saying, "I suggest we set priorities before allocating parent activity monies."
3. IT MUST BE SECONDED. Another member must approve your suggestion before all of the members can consider it. To support your idea, another member should say, "I second the motion." Your motion cannot be discussed until it is seconded.

How Voting Takes Place

The chairperson reads a motion before calling for a vote.

1. VOTE BY WRITTEN BALLOT. This method is used when voting on important matters. Two or more tellers are appointed by the chairperson to conduct the vote. They distribute, collect and count the ballots. A written tabulation of the vote should go to the secretary and the results are entered in the group's official record. A simple majority is needed to win a ballot vote.
2. VOTE BY VOICE. The chairperson first asks members if they favor a motion: "All those in favor of the motion say 'Yes'." And then, "All those against the motion say 'No'." Instead of calling for a YES or NO, the chairperson may find it easier to use the words FOR and AGAINST, PRO or CON, AYE or NAY, etc.
3. VOTE BY A SHOW OF HANDS OR STANDING UP. The chairperson asks all members in favor of the motion to raise their hands or stand. He or she then asks all those against the motion to do the same.

   Any member can question the results of these two voting methods by "Calling for a division." The chairperson solves the problem by asking each member who favors the motion to please stand and be counted. He or she repeats the request for those opposing the motion.

What to Say at a Meeting

IF YOU WANT TO . . .	YOU SAY TO THE CHAIRPERSON
1. Stop the meeting for a short time to take a break	I move for a recess.
2. Set a time for the next meeting	I move we fix the time for the next meeting.
3. Ask someone to speak louder, or open a window, or call attention to something concerning the comfort and well-being of the people at the meeting	I rise to a question of personal privilege.
4. Bring a discussion back to the subject or get to the main part of the agenda	I call for the orders of the day.
5. Correct a mistake that is against the by-laws of the group	I rise to a point of order.
6. Get more information on the business being discussed	Point of information.
7. Question a chairperson's decision	I appeal the decision of the chair.
8. Discuss something without having to stick to the rules	I move that we suspend the rules.
9. Stop a motion YOU have made	I wish to withdraw the motion.
10. Prevent discussion of a motion	I object to consideration of the motion.
11. Have a motion put aside until later	I move we table the motion.
12. Bring up a motion that has been tabled	I move the motion be taken from the table.
13. End (or limit) a discussion	I move we close (or limit) debate.
14. Put something off until another meeting	I move we postpone this matter.
15. Ask a committee or a member to study an idea or recommendation	I move we refer (or recommit) this to _____.
16. Change or add to someone else's motion	I wish to amend the motion. (you can amend a motion only twice)

Words You Should Know . . .

ABSTAIN – Not voting one way or the other on a motion

ADOPT – To approve or accept

APPOINT – To assign a person to a job or position

CAUCUS – A meeting of organizational leaders to decide policy, candidates, and/or plans

CHAIR (the) – Position held by chairperson or leader of group

COMMITTEE – A small group that studies, reports on and recommends part of an organization's program

GENERAL CONSENT – A silent, unanimous vote; if even one member objects, the motion must be voted on

MAJORITY OPINION – The decision of most of the voting members of a group or committee

MINORITY OPINION – The decision of less than half of the voting members of a group or committee

MINUTES – Official record of a meeting

NOMINATE – To recommend a person for election to office (Nominations do not require a second)

PENDING – Undecided; still before the group

PRO TEM – Latin for "Temporary"

PROXY – Permission from another member to vote or act for him/her

QUESTION – Another name for a motion

QUORUM – The minimum number of members of a group that must be present for the valid transaction of business

RESCIND – To take back; withdraw

RESOLUTION – Another name for a motion; a policy statement

STANDING COMMITTEE – A committee that continues from year to year; a permanent committee

SPECIAL COMMITTEE – A committee that is appointed or elected to handle only a specific thing; a temporary committee

SUBCOMMITTEE – A smaller committee formed within a committee

UNANIMOUS VOTE – When everyone votes the same way

VETO – To disapprove

Table of Commonly Used Motions

MOTION	Second Required?	Amend-able?	Debat-able?	Vote Required To Pass?
Main Motion	yes	yes	yes	majority
SUBSIDIARY MOTIONS				
Lay on the table	yes	no	no	majority
Close debate	yes	no	no	two-thirds
Limit or extend debate	yes	yes	no	two-thirds
Postpone to fixed time	yes	yes	yes	majority
Refer to committee	yes	yes	yes	majority
Amend[1]	yes	yes	yes	majority
Postpone indefinitely	yes	no	yes	majority
PRIVILEGED MOTIONS				
Adjourn	yes	no	no[2]	majority
Recess	yes	yes	no[2]	majority
Question of privilege	no	no	no	none
INCIDENTAL MOTIONS (All have equal rank)				
Point of order	no	no	no	none[3]
Appeal ruling of chair	yes	no	no	majority
Suspend rules	yes	no	no	two-thirds
Withdraw motion	no	no	no	majority
Reconsider	yes	no	yes	majority
Rescind	yes	yes	yes	two-thirds
Take from the table	yes	no	no	majority

1. Only the first amendment to a motion is amendable and an amendment is debatable only if the original motion is debatable.
2. Not debatable when another motion is pending. If no other motion is pending, it is treated as a main motion.
3. Point of order is decided by the chair. If chair's decision is not satisfactory, then a member may appeal from the decision of the chair.

Step III: The Second Planning Session

Planning an agenda for the second meeting of your parent council should begin after evaluating the effectiveness of your first (orientation) meeting. Here are some things you might want to review:

- Were the group's goals advanced?
- Was attendance good? If not, how can it be improved?
- Were common values and good feelings for one another developed?
- Were any problems unsolved or questions unanswered in the first meeting?

The purposes of your second or organizational meeting are to 1) review election procedures; 2) establish by-laws and 3) begin to set annual objectives. Each of these areas can be quite time consuming. Consequently, in your second planning session develop presentation methods that encourage maximum participation and break the monotony or boredom that usually sets in during meetings (e.g. role play situations, small group discussions, etc.). The following agenda was developed by Haven Elementary parents at their second planning session.

Agenda

Haven Elementary School
Title I Parent Group
Organizational Meeting
Tuesday, October 23, 19____

Call to Order – Mrs. Dorothy Jones, Chairperson
Review Highlights of Title I – Mrs. Dorothy Jones
By-laws – Mrs. Dorothy Jones
- Review
- Amend
- Approve

SAC & DAC Election Procedures – slide presentation by
Mrs. Carol Carson – Title I Coordinator
Mrs. Grace Bradshaw – Parent
Coffee Break
Role Play – "What Does Your Child's Report Card Mean?"
Setting Objective – Mrs. Carol Carson and Mrs. Dorothy Jones
Adjournment
Refreshment

Step IV: The Organizational Meeting

By-Laws

By-laws are the rules of operation for your group. They tell each member how the organization operates, its purposes and its restrictions. But they are not untouchable. They should be reviewed yearly and provisions for amending by-laws should be specifically stated. Every parent should have a copy of the council's by-laws and should be notified when changes have been made by the majority.

Specifically, by-laws should state:

1. The name of the organization.
2. The purpose of the organization.
3. Who can belong?
   a) How are members elected?
   b) What are the voting rights of the members?
   c) How can a member be removed?
4. The organization's officers and their roles.
5. Standing committees and their functions.
6. When and where meetings are held.
   a) How are special meetings called?
   b) How are members notified of meetings?
   c) What makes a quorum?
   d) What percentage must approve an action?
   e) What are the rules of order?
   f) Are meetings open to the public?
7. How can by-laws be amended?

Officers and Their Roles

Basic officers of your council should include a Chairperson, Recording Secretary, Corresponding Secretary, Treasurer and Parliamentarian. Depending upon the size of your council, your officers may also include a Vice-Chairperson, Assistant Treasurer, Training Monitor, Librarian, etc.

These positons should be filled by persons who have the desire and time to serve. The right combination of fairness, open mindedness, patience and resolution are essential qualities to look for when electing leaders. Officers must be willing to accept the responsibilities that come with their position and not lose sight of the group's overall goals and objectives. How an officer does a job is as important as whether the job gets done at all.

A description of the responsibilities of each position is provided below:

CHAIRPERSON – Presides at all meetings of the council and is an ex-officio member of each standing committee.

VICE-CHAIRPERSON –	Presides in the absence of the chairperson, or at the request of the chairperson; chairs the Program Committee.
RECORDING SECRETARY –	Takes minutes of all council meetings and distributes copies of minutes at each meeting; makes any approved corrections in minutes; takes and reports attendance to chairperson.
CORRESPONDING SECRETARY –	Notifies all members of meetings, training activities, special events and sends out other materials as requested by the council. (If only one secretary is elected then that individual is responsible for all secretarial duties).
TREASURER –	Maintains financial records; presents financial reports at each meeting that include receipts and expenditures; assists with preparing budgets for council activities.
PARLIAMENTARIAN –	Provides answers to procedural questions from members or the chair; assures that parliamentary procedures are properly followed.

Committees

I. Types

There are two types of committees:

1) **Standing Committee** which continues from year to year;
2) **Special Committee** which is appointed or elected to handle specific assignments.

II. Leadership

The first named member may act as chairperson for the committee or members may choose their own chairperson. The chairperson is responsible for guiding the committee and keeping it focused. Each committee should elect a secretary; if large enough, elect a vice-chairperson.

III. Function

Committees function as a part of the total group and independently. The primary advantage of having committees is that smaller groups are often more mobile and can more realistically satisfy the council's needs. Committees save time and energy by having specific areas and tasks. Therefore committee objectives should always be clear, attainable and directly related to the council's overall goals.

IV. Standing Committees A Council May Need

A. **Executive Committee** – (made up of officers and committee chairpersons) Makes decisions between meetings; helps to plan meetings and other activities.

B. **Application Committee** – Assists LEA and other committees in developing timeframe for submission of information needed for application; makes sure application contains:

- Evidence of maintenance of effort
- Data indicating comparability
- Data to support selection of eligible attendance areas
- Needs assessment data
- Description of involvement of non-public school children
- Description of parental involvement
- Description of training program for PAC
- Description of plans for publicity
- Budget summary
- Equipment summary
- Description of evaluation procedures

C. **Program Committee** – (Vice-Chairperson is chair) Assists in developing an overall plan for parent meetings during the year; contacts guest speakers or makes arrangements for workshop presentations on specific subjects; works with the council's Executive Committee to develop special activities for parents.

D. **Evaluation Committee** – Assists in writing objectives for each specific Title I program and selecting a method of evaluation; review test to be used at the beginning (pre-tests) and end (post-tests) of the evaluation period; presents and explains evaluation results to council and parent groups; writes conclusions and makes recommendations to the council based on these conclusions; visits Title I projects periodically and reports findings to the council.

E. **Publicity Committee** – Develops a plan for publicity and includes it in the application package; informs local media of the Title I program; publicizes council elections, special events, achievements, or parent activities (e.g. outstanding reading scores, special training programs for parents, special speakers, national conferences, etc.); writes local

newsletter or contributes material to an already established newsletter.

F. **Budget and Finance Committee** – Assists in compiling budget, and presents budget to council; presents regular financial reports to council; prepares budget summary for application and sees that this summary is included in the application package; answers questions concerning why or how money is spent; makes periodic visits to Title I projects and reports on these visits to the council.

General Election Procedures

The LEA with the assistance of the advisory council, is responsible for developing election procedures and conducting elections. Election procedures should be simple, yet indicate the number of people to be elected, how a candidate gets their name on the ballot, when and where the election will be held, how residence in an area will be verified and guidelines for runoff or special elections. Each parent and interested resident should be given the opportunity to have their name placed on the ballot for the local school election and, if the LEA has district-wide elections, for the DAC.

The following information must be made public (including publication of notices or announcements in a language other than English in order to inform parents whose dominant language is not English) before an election for council members takes place:

- Date, time, place of election;
- Number of persons to be elected in each category (parents of Title I participants; parents of children in areas and schools that are eligible but not receiving services; other);
- Method for submission of names to be included on ballot;
- Residence requirements and any proof of residence that will be required by LEA of those who vote;
- Type of election: DAC, SAC, whether special election, private/non-public, run-off;
- Names of winners.

Additionally, any notice or announcement to parents about PAC elections should explain what Title I is and the role, function and importance of PACs to the Title I program.

SAC Election Procedures

Make-up of the SAC

The majority of the SAC must be composed of Title I parents. There are two groups that make up the SAC:

1. Parents of children currently participating in the Title I program; or who will be in the program during the year for which the SAC members are being elected. (This refers to Spring elections held for the subsequent year's SAC);
2. Others (who may be but do have to be Title I parents, teachers or others).

There is no requirement that SAC members live in the school attendance area. However, they must live within the district unless they are teachers assigned to the Title I school.

Who votes for the SAC?

Any parent of a school-aged child living in the school attendance area may vote for SAC members. The child's participation or eligibility for Title I services is not a prerequisite for the parent's voting.

No Election Necessary When . . .

The only time that a local school which is receiving Title I funds is not required to have a SAC is when the school does not serve more than 40 Title I children and does not have more than one full-time equivalent Title I staff member. It is still possible however for such a school to have a SAC and to have a parent elected to the DAC.

DAC Election Procedures

The LEA, in consultation with the existing DAC has responsibility for determining the size of the council, the required parent majority, the number of representatives from eligible but not participating areas, and the method of election.

Make-up of the DAC

The majority of the DAC must be composed of Title I parents. There are three groups that make up the DAC:

1. Parents of Title I children currently participating in the program;
2. At least two members who represent children and schools that are eligible but not receiving Title I services;
3. Others – Any resident of the school district; teachers in Title I schools may be elected regardless of place of residency.

Six Options Available for Conducting DAC Elections

Six major options exist for conducting DAC elections.

Members of these councils may be elected by: (1) parents in each project area or school who elect only their own representative(s); (2) parents in a group of project areas or schools who jointly elect representatives from their area; (3) parents in all of the project areas or schools who then vote for all the representatives from all the areas; (4) members of each area or school advisory council; (5) members of each group of project area or school advisory councils; or (6) members of all project area or school advisory councils. Provision must also be made for parents of children attending eligible but unserved areas and schools to elect their representatives to the DAC – either their counterparts or parents of participating children.

DAC Electorate and Electees

The Title I parent majority and additional members of the council are to be elected by either (1) area or school level council(s) or (2) parents of school-age children in project areas, and parents of pre-school children if Title I is funding a pre-school program. The representatives of eligible but not participating areas and schools are to be elected by parents of school-age children in areas that are eligible but not served by Title I. The Conference Report on Public Law 96-46 (Report No. 96-338) indicates that these representatives (parents) are free to elect parents of Title I children to represent them on the council.

Who Votes for the DAC?

This depends on which method theLEA, in consultation with the existing council, selects for the election of the DAC. The Title I parent majority and additional members are to be elected by either area or school-level council(s) or parents in project areas including school-age children attending Title I schools. Eligible but not participating representatives are to be elected by parents of school-age children in eligible but unserved areas and schools.

Developing An Annual Agenda

Goals

The goals for the council should relate to the overall Title I program's goals as stated in the application package. A goal is the long term purpose towards which a council directs its activities in order to meet its needs.

When setting goals, keep in mind that the purpose of your council is to be involved (in planning, implementation and evaluation). Set goals that help you make recommendations to the LEA (SEA) on the present needs of the target population and how these needs can be met through Title I and other programs.

Objectives

Objectives are the ways in which goals are reached. Objectives should be:

1. Realistic . . . after examination of the facts, it is likely to be reached;
2. Measurable . . . designed to produce a specific outcome measured by numbers over a specific length of time;
3. Interesting to the group . . . the group supports and recognizes it as important to council responsibility;
4. Diversified . . . long and short term, involving individual members as well as the total group.

In writing an objective decide:

- what will be done?
- who will do it?
- when will it be done?
- how will it be measured?

An Example:

Goal No. 1

To train, provide orientation, and systematically supply all needed program material to both new and carryover DAC personnel on a timely basis.

Objective 1.

The Chairperson of the DAC will set up a schedule of regular monthly meetings (for all months between September and June) by August 15th of each year for the purpose of orientation, training, review and consideration of possible program modifications and proposals for the next year as evidenced by letters sent to all DAC members within ten days of such times as district members are elected.

Objective 2.

The Title I Administrator and the DAC Chairperson will determine appropriate monthly meeting times for subsequently introducing and explaining to SAC members the Title I Act, the guidelines, the present

local application, the local evaluation, the local needs assessment, and the proposed application for the next year by August 15 as evidenced by the annual schedule and the minutes of the monthly meetings.

Timetables

A timetable provides a framework for "clocking" or pacing your objectives. Be realistic when developing a timetable. Don't require too much in too little time or carry particular objectives so long that they lose importance. Last year's program evaluations can suggest ideas on successful/unsuccessful goals and objectives and the time it took to accomplish them. Request a copy prior to setting the council's goals.

Objectives & Committees

After setting your objectives and timetables review your committee structure. Are your goals covered by standing committees or do you need to establish special committees? (See page 21). If, for example, one of your objectives is to increase parent involvement by 15% by the end of May, include this as a committee responsibility (e.g. Membership Committee).

If each objective is handled by a specific committee it is the responsibility of the committee's chairperson to report to the council its progress in a written and oral report. The written report becomes a part of the minutes of the meeting. Copies should also be available for committee files and other Title I staff or administrators.

DAC Sample Goals & Objectives

Goal:

To provide training and assistance to SAC and DAC members on Title I regulations and responsibilities.

Objectives:

- The Application Committee will provide to all Title I parents two workshops on "Preparing the Title I Proposal" by the end of March.
- The Evaluation Committee will sponsor one workshop on "Program Evaluation Methods" for all Title I parents by the end of November.
- The DAC will visit all Title I programs by the end of May.

Goal:

To provide assistance in increasing attendance at local school and district council meetings.

Objective:

- The Program Committee will provide transportation for requesting DAC members by the end of January.

Goal:

To provide educational activites for Title I classes.

Objective:

- The Program Committee will sponsor special field trips for five Title I classes by the end of May.

SAC Sample Goals & Objectives

Goal:

To provide training for all parents on local Title I services and ways parents can help their children.

Objectives:

- The SAC will sponsor two workshops (one on Title I reading and one on Title I math programs) for all parents by the end of May.
- The SAC will hold two parent/child activities by the end of May.
- The Program Committee will hold one "Fathers Are Teachers" workshop by the end of April.

Goal:

To increase parent involvement in the local school's Title I reading program.

Objective:

- The Membership Committee will increase parent involvement by 15% by the end of May.

Goal:

To increase parents' knowledge of community services.

Objectives:

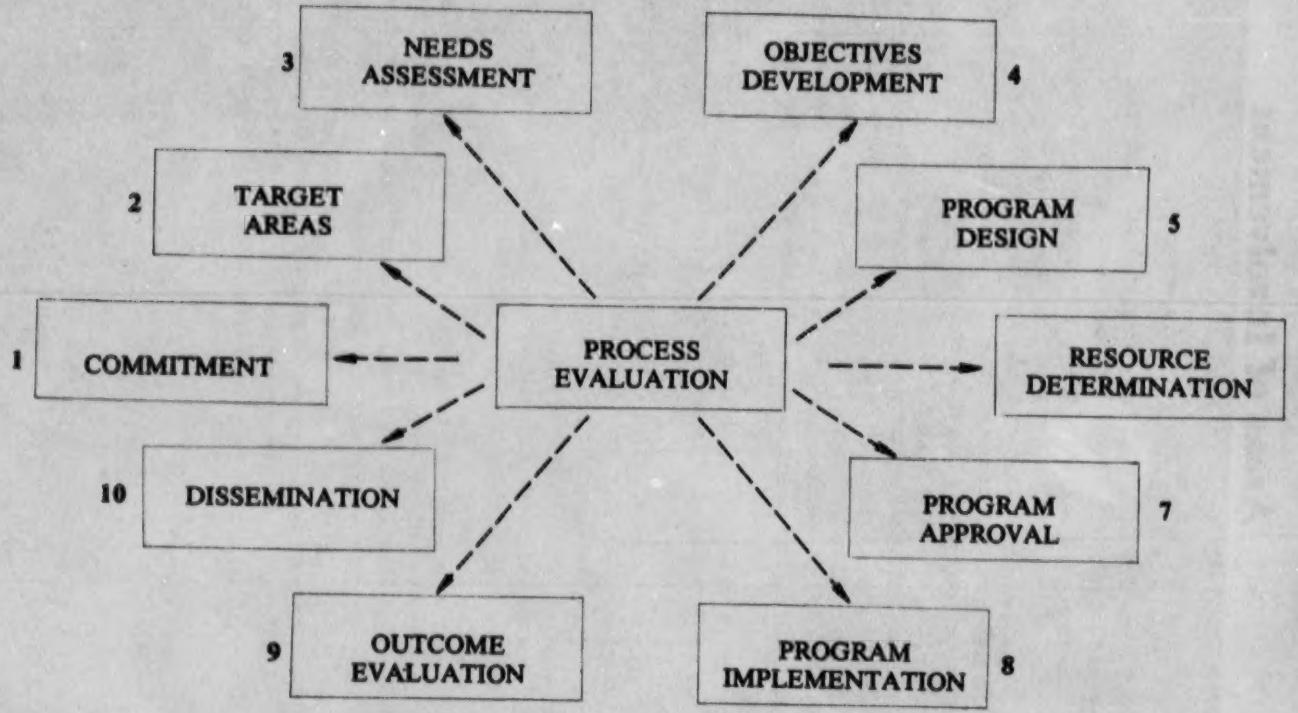
- The SAC will visit one DAC meeting as a group by the end of March.
- The SAC will hold one workshop on "Using Community Resources" for all parents by the end of May.

As indicated in the following program development graphic, there is a continuous evaluation phase throughout the ten-step process or program year.

P.L. 95-561 states that the PAC should advise the LEA in the planning, implementation and evaluation of the project. Involvement in the planning stage should be in steps 2-7 with helping to determine the needs and particular focus of the project. Once the project has begun, activities such as recommendations relative to the instructional goals, informal monitoring of program progress (both at school and home), and providing a rapport between the home and classroom are examples of the implementation phase.

Examples of activities relative to evaluations are: reviewing the proposal and being familiar with program objectives; observing classes; sharing ideas and suggestions with teachers, principals, and administrators; and observing your children's work and letting the teachers know how you think the program is working.

PROGRAM DEVELOPMENT



Areas of Involvement

Needs Assessment

According to the law "a local educational agency may receive funds under this title (Title I) only if it makes an assessment of educational needs each year." The purposes of this assessment are to 1) identify educationally deprived children with the greatest need for special assistance; 2) identify the general instructional areas on which the Title I program will focus; and 3) determine the special needs of children participating in the program in order to develop "high-quality" programs and projects.

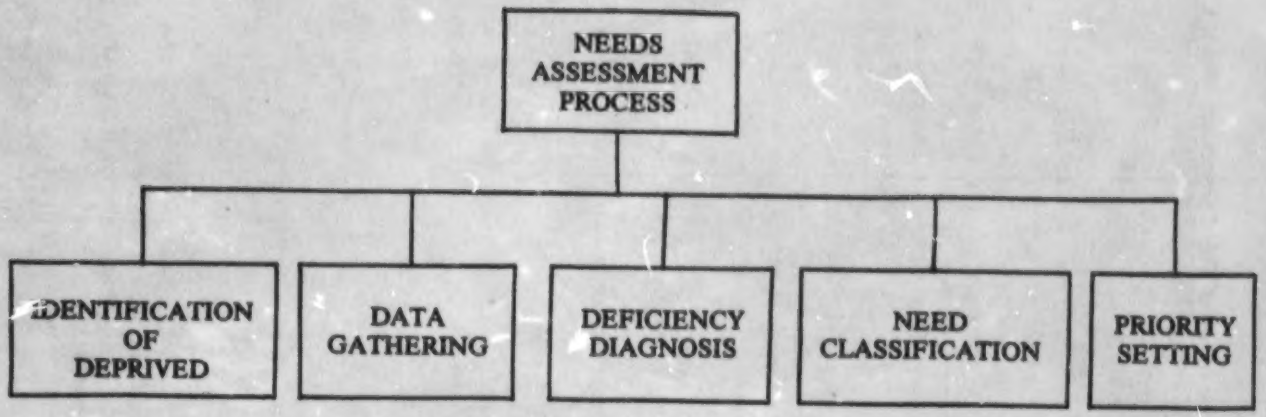
Needs assessments must be conducted in order to determine priorities in program planning. There are usually never enough Title I funds to serve all the children that need help. It is important then that school districts establish priorities on the basis of need, grade levels and individual schools.

LEAs have primary responsibility for conducting needs assessment. But needs assessment committees, composed of parents, teachers, administrators, community members, and in some cases, students, should be formed to evaluate the needs identified by the school district. These committees should decide what material will be used for analysis, who will gather it and how it will be presented.

The assessment process should include information from as many sources as possible. Some excellent data banks include local welfare offices, community health and recreation centers, public housing information, standardized test scores, or neighborhood and parent surveys.

After the information is gathered and analyzed, the assessment committee prioritizes and submits a list of the needs identified in their investigation to the LEA. If, for example, a survey of parents of recent high school dropouts indicates that many of the students left school because they didn't feel that the curriculum would help them get a job, then your council could recommend to the LEA that an already existing program be expanded to include more relevant career and vocational resource materials.

Since a needs assessment is important to the Title I application, your council should be actively involved in the process. The school district is required by law to make an assessment annually. But monitor your program throughout the year to make sure that the needs described in the application are being met.


NEEDS ASSESSMENT PROCESS
IDENTIFICATION OF DEPRIVED
DATA GATHERING
DEFICIENCY DIAGNOSIS
NEED CLASSIFICATION
PRIORITY SETTING

Monitoring

The systematic review of Title I project activities is known as monitoring. The purposes are to ensure that project funds are being spent properly, to determine problems in the program, and to decide which parts of a program will be effective in other schools.

Regulations state that monitoring must be done by state and federal officials. They may interview Title I project staff and PAC members, visit Title I project sites, and examine student and financial records.

Local school districts often monitor their own programs and there are two primary reasons why council members should be involved. First, members may be more aware of problems than the officials and can assist in correcting them. Secondly, monitoring is a good way to observe if guidelines and regulations are being applied in the day-to-day operation of a Title I program.

Depending on parents' level of interest, monitoring may be the sole responsibility of program officials, or one or two council members can assist, or a council can establish a monitoring committee.

Whether parents are a part of the formal monitoring system (e.g. training in the process, scheduling of appointments with staff and council members, reviewing of records and test results, formalizing reports) or an informal system (e.g. visiting classrooms and talking with staff) the final report by state and federal officials is presented to the council and discussed at a council meeting. The report should answer three questions:

- Is the project in compliance? Have all state and federal guidelines been followed?
- Are the observed Title I activities and services the same as they were described in the application or proposal?
- How effective and efficient is the Title I program?

On pages 36 through 37 we offer a format for monitoring your local Title I program.

Evaluation

Program evaluation is another important area in which Title I law mandates parental involvement. In order for you to provide input about the Title I services your child receives, you must be aware of the impact of the program on your child's academic growth. Evaluation is the process for determining if a program or project is working as it should. It is a way to assess whether an activity is a success or a failure.

Although there are numerous types of evaluations, there are several that are fairly common to educational programs. They are:

1. **Context** – What are the needs or justification for a program?
   The needs assessment is context evaluation.

2. **Input** – Why are you going to do what you are going to do?
   What are the resources that are available for change?
   What are the approaches that will be used? For example, the different instructional approaches used in the Title I program address the input aspect of evaluation.
3. **Process** – What is occurring while the project is being conducted? Are schedules being met?
4. **Product** – What are the outcomes of the project? What impacts are the project showing?
5. **Formative** – Information collected while the project is ongoing that allows for changes along the way.
6. **Summative** – Assessing the outcomes or impacts of a project.

It should be noted that process evaluation and formative evaluation are very similar; likewise, product and summative evaluation are essentially the same. Process and formative evaluations are the types that are used most often in the evaluation of Title I programs.

The Education Amendments of 1978 require LEAs to evaluate Title I programs every three years, using consistent standards, and consistent reporting methods. Three evaluation models were developed by USOE to ensure that evaluation data could be compared on a state and national basis:

1. **The Norm-Referenced Model.** A norm referenced test compares Title I students' performance with the performance of a sample of children who were tested to establish the "norm" or average level of performance for that test. This model uses pre-tests and post-tests to determine the extent to which Title I students' performance improved during program participation.
2. **The Comparison Group Model.** In this model, the performance of Title I children is compared to that of a similar group of students not receiving Title I services. Each group of children is given pre-tests and post-tests and the scores of the two groups are compared to determine the difference in performance between children who participated in the Title I program and children who did not participate.
3. **The Special Regression Model.** In this model, a group of children is given a pre-test. Title I services are provided to children scoring below the cut-off. Children scoring above the cut-off are used as the comparison group. Subsequently, both groups are given a post-test. By using statistical procedures called the "regression model" the post-test scores of the two groups of children can be compared to determine how much the Title I program improved Title I students' scores beyond the level at which they would have been expected to score had they not received Title I services.

All three models are mainly summative in nature and require the use of pre- and post-tests.

(continued on page 38)

Sample Parent Advisory Council Monitoring Format

Person(s) Responsible	Activity	Completion		Documentation
		Planned	Actual	
Title I Parents	Plan and conduct orientation sessions for parent volunteers	Throughout school year		Volunteer Orientation Log
Title I Parents	Plan and conduct at least two educational workshops for parents	Throughout school year		Workshop Attendance Logs
Title I Parents and Principals	Plan and conduct volunteer recognition activities for parent volunteers	June 1, 19____		Schedule of Recognition Activities
DAC Steering Committee	Meet periodically to plan DAC activities	As needed		Steering Committee Reports
ESEA Title I Parent Coordinator	Maintain and provide written documentation of DAC suggestions and recommendations on program planning and implementation	As needed		DAC minutes
ESEA Title I Parent Coordinator, Title I Staff	Provide Title I materials guidelines and program information to SAC and DAC's	As needed		SAC and DAC minutes

Sample Parent Advisory Council Monitoring Format

Person(s) Responsible	Activity	Completion		Documentation
		Planned	Actual	
ESEA Title I Parent Coordinator, Title I Staff	Plan and conduct orientation and training sessions for council representatives	As needed		Orientation Schedule; Attendance Log
DAC	Tour Title I schools with Title I staff	During program year		Log of visitations
DAC	Meet monthly to review project activities and to make recommendations	First Wednesday of each month and additional meetings as called		DAC minutes
Parent Coordinator	Provide information to Title I Principals on SAC and DAC	Aug. 9, 19____		Memo to Principals Principal Inservice
Parent Coordinator	Plan and conduct pre-service and inservice training for Parent Involvement Workers	Pre-service Aug. 8-11, 19____ Inservice as needed		Preservice Activity Schedule and Inservice Attendance Log
Parent Involvement Worker	Provide Title I information to parents, conduct parent interest survey and prepare family roster if needed during the school enrollment	Aug. 25, 19____		Parent Enrollment Report

Public Law 95-561 states that "Each local educational agency shall give each advisory council which it establishes . . . responsibility for advising it in the planning for, and implementation and evaluation of, its programs and projects assisted under this title."

Council involvement in project evaluation might consist of simply reviewing the results of past Title I evaluations, or it can be more extensive. Contrary to popular belief, evaluation does not occur at the end of a project. It must begin when the project begins; continue during the entire project period if a formative or process evaluation is used; or occur at the beginning and end of a summative or product evaluation.

Here are some ways in which parents can participate in the evaluation process:

1. Assist in determining the objectives for the program.
2. Read the project proposal carefully.
3. Observe classes.
4. Participate in training sessions and workshops on Title I.
5. Share your ideas and suggestions for program planning, implementation, and evaluation with teachers, principals, and program administrators.
6. Observe the work of your individual children and discuss the progress with teachers.
7. Carefully review evaluation reports. Look for program strengths and weaknesses, conclusions, and recommendations. Advise the program administrators on adoption of recommendations.
8. Be aware of your LEAs evaluation schedule and plan council activities accordingly.

Parent Evaluation Checklist

I. TYPE OF STAFF PERSON OBSERVED (check one only):
☐ Aide ☐ Teacher ☐ Tutor-Teacher

II. LENGTH OF OBSERVATION _____
DATE OF OBSERVATION _____

III. INSTRUCTIONAL ACTIVITY (check any that apply):
☐ Listening to Reading
☐ Reading to Child
☐ Correcting with Children
☐ Reinforcing Learning Activities
☐ Non-Instructional Activities
☐ Conferring with Staff
Other _____

IV. INSTRUCTIONAL SUBJECT MATTER OBSERVED (check any that apply):

- ☐ Reading
- ☐ Language
- ☐ Art
- ☐ Social Studies
- ☐ Science
- ☐ Arithmetic
- ☐ Music
- ☐ Physical Ed.

V. INSTRUCTIONAL EQUIPMENT AND MATERIALS IN USE (check any that apply):

- ☐ Tape Recorder
- ☐ Worksheets
- ☐ Listening Station
- ☐ Recreational Reading Books
- ☐ Individualized Learning Kits: (Specify) _____
- ☐ Reading Book
- ☐ Conversation
- ☐ Visuals
- ☐ Other (Specify) _____

VI. NUMBER OF DIFFERENT GROUP ACTIVITIES OBSERVED (circle one):

1 2 3 4 5 6 7 8

VII. CLASSROOM ENVIRONMENT

1. Teachers and teacher-aides are providing instruction to individual and/or small groups of students.
   Yes ☐ No ☐
2. Each child is receiving instruction or working on an assignment.
   Yes ☐ No ☐
3. There are materials for children to use when they have completed their assignment (books, instructional games).
   Yes ☐ No ☐
4. Each child has a chair and place at which to work.
   Yes ☐ No ☐
5. Children appear to be enjoying the learning activity taking place.
   Yes ☐ No ☐
6. If a group activity is taking place, are all students being encouraged to participate?
   Yes ☐ No ☐
7. Children are involved in student-oriented activities, rather than teacher-centered activities.
   Yes ☐ No ☐
8. The learning environment is attractive and conducive to student motivation (this does not include things that are beyond the control of the teachers, e.g. exposed pipes in basement classrooms in older buildings).
   Yes ☐ No ☐

If "no," what suggestions could be made?

_____

_____

_____

9. Student assignments are checked by the teacher and/or aide upon completion.
   Yes ☐ No ☐

10. Overall impression of classroom environment. (check all that apply):
   - ☐ Students seem to be bored
   - ☐ Students seem motivated
   - ☐ Students seem to be happy
   - ☐ Students are busy
   - ☐ Classroom rapport is good
   - ☐ Classroom rapport is tense
   - ☐ Students move from one activity to another
   - ☐ Students are involved in self-directed activities
   - ☐ Students are involved in teacher-directed activities
   - ☐ After a student has completed an activity, he/she wanders aimlessly not knowing what to do next
   - ☐ Materials are available for student use
   - ☐ After a student has completed an activity, there is something for him to work on

VIII. How much of the class time is spent dealing with disruptive behavior? (check one only):
   - ☐ None
   - ☐ Small amount
   - ☐ Over half
   - ☐ All

   Were you satisfied with how the teacher dealt with the disruptive behavior?

IX. School _____ Grade _____
   Project Title _____
   Teacher _____
   Aide _____
   Observer _____

X. Number of students per class _____
   Class meets _____ hours per week
   Class meets _____ hours per session

XI. Number of students present on day of observation _____

XII. Please write any comments, recommendations or observations suggested by your visit, including problems with physical environment:

- Classroom monitoring and observation is one of the more sensitive areas in education. While this checklist may not be inclusive of all areas you may want to cover, many of them should be included.
- In an ideal situation the observer should contact the teacher prior to the observation so that they may discuss the upcoming visit. While this may not always be possible it establishes a rapport and allows for an open positive atmosphere, so that all can benefit from the visit rather than feel it is an evidence-gathering device. Include any comments or suggestions you feel are relevant to your observation.

References:

Parent Involvement in Title I Evaluation
Bernard Cohen, Research and Development, Inc. New York, 1979.

A Handbook on Title I Applications
Federal Education Project, Washington, D.C.

SAMPLE EVALUATION FORM
Oakhaven District

To be used by SAC AND DAC.

Objective or Goal	Responsibility	Date Reached	Reason not Reached	Conclusion	Comments

Conclusion:
Evaluating Your Effectiveness

Periodically you need to stop an evaluate the effectiveness of your council. We have provided an organizational framework that should be easily adaptable to most local school settings. But how well our ideas work can only be assessed by you and your council.

Here are some questions to keep in mind when evaluating your council's effectiveness.

1. What is the purpose of Title I? Who does it serve? How is it funded? What services are offered? How are we as parents to be involved in the program?
2. Do we receive pertinent Title I information on a timely basis?
3. Is there an effective training program for our council? What does it involve? How can it be improved? Were our suggestions considered in the design of the program?
4. How well is our council functioning as a unit? Are our meetings regularly scheduled, well-planned, well-attended and publicized?
5. Were our council members elected according to the law?
6. What did we accomplish in our SAC/DAC? Were our goals reached on time?
7. In what ways can we be involved in the planning, implementation and evaluation process?
8. Is there frequent, meaningful and open dialogue between our council and Title I officials throughout the year?
9. Are we making the most of community resources? Are we utilizing all possible public relations methods?
10. What are our major strengths and how can we use them to benefit our children?

Resource List

The following organizations and publications may be useful in providing information on Title I and other federal education programs.

Organizations:

Office of Compensatory Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D. C. 20202

Division of Education for the Disadvantaged (DED)
U.S. Office of Education
Room 3659
7th & D Streets, S.W.
Washington, D.C. 20202

National Advisory Council on the Education
of Disadvantaged Children (NACEDC)
425 13th Street, N.W., Suite 1012
Washington, D.C. 20004

Federal Education Project (FEP)
Lawyers Committee for Civil Rights
733 15th Street, N.W., Suite 520
Washington, D.C. 20005

Center for Law and Education
6 Appian Way
Cambridge, Massachusetts 02138

The Children's Foundation
1420 New York Avenue, N.W., Suite 800
Washington, D.C. 20005

Southeastern Public Education Program
American Friends Service Committee
401 Columbia Building
Columbia, South Carolina 29201

Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215

Center for the Study of Parent Involvement
5240 Boyd Street
Oakland, California 94618

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044

National Coalition of ESEA Title I Parents (NCTIP)
1341 G Street, N.W., Suite 520
Washington, D.C. 20005

Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Local groups:

National Urban League
PUSH (People United to Save Humanity)
NAACP (National Association for the Advancement of Colored People)
Head Start/Community Action Agency

Publications:

Robert, Henry M. **Robert's Rules of Order Newly Revised**
Illinois: Scott, Foresman and Company, 1970.

Federal Register, Vol. 44, No. 127, Friday June 29, 1979.
(proposed regulations for Title I).
Available from Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C. 20402

Parental Involvement in Title I Evaluation
Bernard Cohen
Research & Development, Inc.
66 S. Main Street
New York, N.Y. 10956

Parent - Teacher Cooperation
Infopac No. 18
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

Title I: Elementary and Secondary Education Act: Questions and Answers
Published by the U.S. Office of Education (OE).
Available from OE or Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C.
20402. (Publication # [OE] 79-01043)

Title I ESEA: How It Works
Published by the U.S. Office of Education (OE).
Available from OE or Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C.
20402. (Publication # [OE] 77-07104)

Elementary and Secondary Education Act Title I State Coordinators

ALABAMA

Coordinator of Title I, ESEA
State Department of Education
State Office Building
Room 406
Montgomery, Alabama 36130
Phone: (205) 832-3290

ALASKA

Coordinator, Title I
ESEA
State Department of Education
Pouch F–Alaska Office Building
Juneau, Alaska 99811
Phone: 8-399-0150
Ask Operator for
Juneau 465-2826

ARIZONA

Education Program Director
ESEA, Title I
State Department of Education
1535 W. Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 255-5235

ARKANSAS

Coordinator of Title I,
ESEA
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

CALIFORNIA

Assistant Superintendent for
Compensatory Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814
Phone: (916) 445-2590

COLORADO

Supervisor, Title I, ESEA
State Department of Education
State Office Building
Denver, Colorado 80203
Phone: (303) 839-3382

CONNECTICUT

Coordinator of Title I, ESEA
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
Phone: (203) 566-3826

DELAWARE

State Supervisor, ESEA, Title I
State Department of
Public Instruction
The Townsend Building
Dover, Delaware 19901
Phone: (302) 678-4667

DISTRICT OF COLUMBIA

Chief of Compensatory Education
Public Schools of
the District of Columbia
415 12th Street, N.W.
Washington, D.C. 20004
Phone: (202) 724-4235

FLORIDA

Administrator, Federal
Compensatory
Education Section
Department of Education
Knott Building (1238-A, PTW)
Tallahassee, Florida 32301
Phone: (904) 488-3575

GEORGIA

Director, Compensatory Education
State Department of Education
State Office Building
Atlanta, Georgia 30334
Phone: (404) 656-2436

HAWAII

Administrator, Compensatory
Education Section
State Department of Education
1270 Queen Emma Street
Honolulu, Hawaii 96813
Phone: 8-556-0220
Ask Operator for
Honolulu 548-4534

Mr. Larry Higashi
Education Specialist–Disadvantaged

IDAHO

Associate State Superintendent
State-Federal Instructional Division
State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720
Phone: (208) 384-2111

Supervisor, Compensatory
Education
State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

ILLINOIS

Manager, Compensatory Education
Section
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: (217) 782-5534

INDIANA

Director, Division of Compensatory
Education
State Department of
Public Instruction
State House (Room 229)
Indianapolis, Indiana 46204
Phone: (317) 927-0318

IOWA

Chief of Title I, ESEA
Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319
Phone: (515) 281-5313

KANSAS

Director of Title I, ESEA
State Department of Education
120 East 10th Street
Topeka, Kansas 66612
Phone: (913) 296-3161

KENTUCKY

Director, Division of
Compensatory Education
State Department of Education
Capitol Plaza Tower, 19th Floor
Frankfort, Kentucky 40601

LOUISIANA

Director, Title I, ESEA
State Department of Education
Baton Roughe, Louisiana 70804
Phone: (504) 342-3336

MAINE

Coordinator of Title I, ESEA
State Department of Educational
and Cultural Services
Education Building
Augusta, Maine 04333
Phone: (207) 289-3541

MARYLAND

Chief, Title I Branch
State Department of Education
BWI Airport
P.O. Box 8717
Baltimore, Maryland 21240
Phone: (301) 796-8300
ext. 213, 214, or 215

MASSACHUSETTS

Director of Title I, ESEA
State Department of Education
31 St. James Avenue (Room 638)
Boston, Massachusetts 02116
Phone: (617) 727-5745

MICHIGAN

Director, School Program Services
State Department of Education
P.O. Box 30008
Lansing, Michigan 48909
Phone: (517) 373-0048

Coordinator of Title I, ESEA
State Department of Education
P.O. Box 30008
Lansing, Michigan 48909
Phone: (517) 373-3851

MINNESOTA

Coordinator of Title I, ESEA
State Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101
Phone: (612) 296-2181

MISSISSIPPI

Coordinator, Title I, ESEA
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
Phone: (601) 354-6944

MISSOURI

Director, Title I, ESEA
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, Missouri 65101
Phone: (314) 751-2643

Coordinator of Title I, ESEA
Phone: (314) 751-3520

Assistant Commissioner
Division of Instruction

MONTANA

Manager, Division of ESEA, Title I
Office of the State Superintendent
of Public Instruction
Helena, Montana 59601

NEBRASKA

Program Director, Title I, ESEA
Nebraska Department of Education
Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
Phone: (402) 471-2481

NEVADA

Federal Liaison and Coordination
Nevada Department of Education
400 West King Street, Capitol
Complex
Carson City, Nevada 89710
Phone: (702) 885-5700
ext. 270

State Director, Title I & Migrant
Education
Phone: (702) 885-5700
ext. 245

NEW HAMPSHIRE

Coordinator, Title I, ESEA
Division of Instruction
State Department of Education
64 North Main Street
Concord, New Hampshire 03301
Phone: (603) 271-2717

NEW JERSEY

Coordinator, Title I, ESEA
State Department of Education
225 West State Street
Trenton, New Jersey 08625
Phone: (609) 292-8360

NEW MEXICO

Director of Title I, ESEA
State Department of Education
Santa Fe, New Mexico 87503
Phone: (505) 827-5267

NEW YORK

Director, Division of Federal
Education Opportunity Programs
State Education Department
Room 878 E BA
Albany, New York 12234
Phone: (518) 474-1144

NORTH CAROLINA

Director, Division of Compensatory
Education
State Department of
Public Instruction
Raleigh, North Carolina 27611
Phone: (919) 733-7665

Director of Federal Programs
Comptroller's Office
Education Building
Raleigh, North Carolina 27611
Phone: (919) 733-3637

NORTH DAKOTA

Coordinator of Title I, ESEA
State Department of
Public Instruction
State Capitol Building
Bismarck, North Dakota 58505
Phone: (701) 224-2282

OHIO

Coordinator of Title I, ESEA
State Department of Education
933 High Street
Worthington, Ohio 43085
Phone: (614) 466-4161, 4164, 8904

Director, Division of Federal Assistance
State Department of Education
933 High Street
Worthington, Ohio 43085
Phone: (614) 466-4161 or 4164

Chief, Special Programs Section
Phone: (614) 466-8907

OKLAHOMA

Director, Compensatory Education
State Department of Education
Oklahoma City, Oklahoma 73105
Phone: (405) 521-2846

Coordinator, Compensatory Education
State Department of Education
235 Promenade Street
Providence, Rhode Island 02908
Phone: (401) 277-2681

OREGON

Coordinator, Title I, ESEA
State Department of Education
700 Pringle Parkway
Salem, Oregon 97310
Phone: (503) 378-3879

PENNSYLVANIA

Chief, Compensatory Education Division
Bureau of Curriculum Services
State Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
Phone: (717) 787-7135, 36 or 37

Division of Corrections Education
Bureau of Curriculum Services
State Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126

RHODE ISLAND

Coordinator, Compensatory Education
State Department of Education
235 Promenade Street
Providence, Rhode Island 02908
Phone: (401) 277-2681

SOUTH CAROLINA

Coordinator of Title I, ESEA
State Department of Education
Rutledge Building, Room 201
Columbia, South Carolina 29201
Phone: (803) 758-3471

SOUTH DAKOTA

Coordinator of Title I, ESEA
Division of Elementary and Secondary Education
Pierre, South Dakota 57501
Phone: (605) 773-3218

TENNESSEE

Director of Compensatory Education
State Department of Education
Cordell Hull Building (Room 111)
Nashville, Tennessee 37219
Phone: (615) 741-3665

TEXAS

Director, Compensatory Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
Phone: (512) 475-2606

UTAH

Director, Title I, ESEA
State Board of Education
250 East 5th South Street
Salt Lake City, Utah 84111
Phone: (801) 533-5061

VERMONT

Director, Division of Federal Assistance
State Department of Education
State Office Building
Montpelier, Vermont 05602
Phone: (802) 828-3124

Grant Management Coordinator
Compensatory Education
State Department of Education
State Office Building
Montpelier, Vermont 05602
Phone: (802) 828-3124

VIRGINIA

Associate Director of Title I, ESEA
State Department of Education
Box 6-Q
Richmond, Virginia 23216
Phone: (786-3179, 7868, 3177 or 2029)

WASHINGTON

Assistant Superintendent, Division of Special Programs and Equal Educational Opportunities
Office of the Superintendent of Public Instruction
Olympia, Washington 98504
Phone: (206) 753-2695

Title I & Migrant Supervisor
Grants Management Section
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
Phone: (206) 753-2562

WEST VIRGINIA

Director of Compensatory Education
State Department of Education
Building No. 6, Room 252
Charleston, West Virginia 25305
Phone: (304) 348-2702 or 3368

WISCONSIN

Administrator, Title I, ESEA
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
Phone: (608) 266-2699

WYOMING

Coordinator, Program Services for the Educationally Disadvantaged
State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
Phone: (307) 777-7416

AMERICAN SAMOA

Federal Grants Manager
Department of Education
Pago Pago, American Samoa 96799
Phone: 9-0 Overseas Operator
2435 633-5237

GUAM

Administrator, Federal Programs
Department of Education
P.O. Box DE
Agana, Guam 96910
Phone: 9-0 Overseas Operator
72-785

PUERTO RICO

State Title I Coordinator
Department of Education
Hato Rey, Puerto Rico 00919
Phone: 9 472-6620
(809) 754-1420 or 1425

TRUST TERRITORY OF PACIFIC ISLANDS

Fiscal/Federal Programs
Coordinator
Department of Education
Office of the High Commissioner
Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950
Phone: 9-0 Overseas Operator
160-671 Saipan 9870

Title I Coordinator

NORTHEN MARIANA ISLANDS

ESEA Title I Coordinator
Department of Education
Commonwealth of the Northern
Mariana Islands
Saipan, Mariana Islands 96950
Phone: 9-0 Overseas Operator
248-9311

VIRGIN ISLANDS

Title I Coordinator
Department of Education
St. Thomas, Virgin Islands 00801
Phone: 9 (809) 774-0100
ext. 270 or 774-8235

GLOSSARY

There are many words used in connection with Title I which are unfamiliar to most parents. This glossary gives simple definitions for some of these words in order to assist readers in understanding the Title I program.

ACHIEVEMENT . . .The amount a child has learned. Often stated in terms of age level achievement or grade level achievement–terms which indicate how much the average child should have learned in a particular grade or at a particular age. Achievement is often measured by test scores.

ADVISORY COUNCIL (OR COMMITTEE) . . . A group elected under legislative or regulatory authority to provide advice, consultation, or counsel.

AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC) . . Money for AFDC comes from both federal and state governments and is used to provide extra income to families who do not have enough money to meet basic needs such as rent, food, etc. The amount of Title I funds school districts receive depends in part on the number of families on AFDC living in the district. Also, the schools and school attendance areas (see definition) within a district which are eligible for Title I programs may depend on the number of AFDC families living within each attendance area.

ALLOCATION . . .The amount of money to which a state or local school district is entitled in a particular year from the total funds made available by Congress for all school districts' Title I programs in that year. (See also definitions for appropriation and authorization).

APPLICATION . . .A document submitted each year or for a three year period by the local school district to the state educational agency (see definition), which requests approval and funding of a proposed local Title I program for the coming school year. The application must also contain assurances (see definition) that all Title I regulations have been, or will be, obeyed.

APPROPRIATION . . . The amount of money Congress decides to spend in a particular year for an educational program like Title I (See authorization).

ASSURANCE . . . A legal promise that all Title I laws and regulations have been, or will be obeyed.

ATTENDANCE AREA . . . In most school systems, the school district is divided into separate geographic areas or zones, and all children who live within each zone must attend a particular school serving their grade. These zones are called "attendance areas."

AUDIT . . . A review of the program and financial records of a local or state Title I project (usually by officials from outside the state or local district) to determine if the project has been operated in accordance with the law and regulations.

AUTHORIZATION . . . The maximum allowable amount of money which the U.S. Congress could decide to spend in a particular year for a particular program like Title I. Usually, this amount is set in advance when the law creating a program is passed or renewed. Appropriations (see definition) must be passed each year. (Congress is not required to appropriate the maximum allowed by the authorization, and oftentimes actual appropriations for any year are less than the authorization).

AVERAGE DAILY ATTENDANCE (ADA) . . . The average number of children in school each day. Every state has its own way of computing average daily attendance. Some states include students who were in school only a half day while others do not; some include preschool children, others do not. The number of children from low-income families in a school's ADA is sometimes used to select schools for Title I projects.

AVERAGE PER-PUPIL EXPENDITURE . . . The total amount of money spent on public elementary and secondary education in a state (or Nation) divided by the number of children in public elementary and secondary schools in the state (or Nation). For most Title I purposes, federal funds must be excluded in determining average per-pupil expenditures.

BASIC SKILLS . . . What children learn in order to obtain a "good" education and to function well as adults: reading, mathematics and language arts.

CATEGORICAL AID . . . Educational support funds provided by Congress and earmarked for a specific pupose.

CENSUS . . . The process by which all persons in the United States are counted every 10 years (every 5 years starting with 1985) by the Bureau of the Census, U.S. Department of Commerce. In mail or door-to-door surveys, the Bureau gathers information on family income, number of children, etc. Census figures for states or school districts are used in determining how much Title I money a district receives and which schools within a district are eligible for Title I services.

COMPARABILITY . . . The legal requirement that in each Title I school, the number of students per instructional staff member (teacher, principal, librarian, etc.) and the per-pupil expenditure from state and local funds (excluding the portion of each teacher's salary which depends on number of years a teacher has worked in the school system) must be nearly equal to average student/instructional staff and per-pupil expenditure ratios in all schools not receiving Title I funds.

COMPENSATORY EDUCATION . . . A special educational program designed to make up for shortcomings in a child's learning experiences, or assistance given a child who is having difficulty in school subjects–sometimes called remedial education.

COMPLAINT PROCEDURES . . . A process, required in each state by the Title I regulations, for investigating problems in local Title I programs which parents or other citizens have called to the attention of state officials.

COMPLIANCE . . . Operation of a Title I project as required by all federal and state regulations and in accordance with the local district's approved application.

CONCENTRATION . . . The legal requirement that school districts spend their Title I funds on a small enough number of educationally deprived children (see definition) attending eligible schools (see definition) to improve the pupils'achievement (see definition). If programs are not concentrated but serve too large a number of children, the small amount of extra services will not be enough to help any children.

CONSOLIDATED APPLICATION . . . A procedure used in some states which allows school districts to fill out a single application form to apply for funds under several different state, or state and federal programs.

DISTRICT ADVISORY COUNCIL (DAC) . . .The Parent Advisory Council (see definition) for the entire school district which advises the district concerning the overall Title I program and reviews the yearly application (see definition) before it is sent to the state. May also be called "LEA, DAC" or "district-wide PAC." (See also, School Advisory Council).

EDUCATIONALLY DEPRIVED . . . A term used in the Title I law and regulations to describe a child whose achievement (see definition) is less than that expected of children of the same age or grade. Frequently referred to as educationally disadvantaged. To participate in Title I programs, a child must be educationally deprived.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) . . Federal act (Public Law 89-10) passed in 1965 included provisions for helping educationally deprived children, expanding school library services, and establishing innovative programs. Later amendments provided for bilingual education, education of the handicapped, and dropout prevention programs.

ELIGIBLE SCHOOLS or attendance areas . . . Those schools serving concentrations of children from low-income families which are permitted to have Title I programs. In each school district, Title I programs must be provided first in schools or attendance areas with the highest concentrations of children from low-income families–and all Title I programs must meet the concentration requirement (see definition).

EVALUATION . . . A study to determine how well a Title I project has achieved its objectives. Evaluation may concern whether the Title I program was carried out as planned, or whether it resulted in the kinds of educational progress for students in the program which were predicted by the performance objectives (see definition).

FISCAL YEAR . . . The 12-month period over which a district must budget and spend its funds. Most school districts' fiscal years run from July 1 of one year to June 30 of the following year. The federal government's fiscal year is October 1 to September 30.

GENERAL AID . . . Using Title I funds to aid all schools in a district or all children in a school, even though many children who benefit are not eligible for Title I assistance. General aid is forbidden by Title I law and regulations.

GRADE LEVEL ACHIEVEMENT . . . See achievement.

GRANT . . . The amount of money actually given by the state to a local school district, on the basis of an approved Title I application (see definition) to provide special educational services for Title I-eligible children.

GUIDELINES . . . See program guides.

LANGUAGE ARTS . . . Instructional programs in spoken or written forms of language, including reading, writing, speech, grammar, spelling, etc.

LOCAL EDUCATIONAL AGENCY (LEA) . . . A local school district.

MAINTENANCE OF EFFORT . . . The legal requirement that states and local school districts receiving Title I monies must not reduce expenditures from their own funds (either total expenditures or average per-pupil expenditures [see definition]) significantly from one year to the next. This requirement must be met before Title I applications (see definition) can be approved.

MIGRANT CHILD . . . A child crosses school district boundaries during the year because the family is involved in agriculture or fishing.

MONITORING . . . Reviewing Title I programs to determine if they meet federal and state guidelines and operate as described in the application (see definition) upon which the grant (see definition) was based. (See also, Compliance).

NEEDS ASSESSMENT . . . Identifying the most important kinds of services or assistance which children eligible for Title I need in order to improve their achievement (see definition).

NON-PUBLIC SCHOOL . . . (private school) An elementary and/or secondary school not under the jurisdiction of a public school board, which meets federal regulations against discrimination on the basis of race or sex.

PARENT ADVISORY COUNCIL (PAC) . . . The official committee or group of parents which is required by law to advise every school district in the planning, conduct and evaluation of its Title I program. (See District Advisory Council and School Advisory Council).

PRE-SUBMISSION . . . A procedure used in some states which allows a local school district to submit a document to the state educational agency (see definition) containing a brief "preview" of what the district intends to include in its formal Title I project application (see definition). If the state approves the pre-submission it provides the framework for what then goes into the final application. It is important for PAC members to understand the pre-submission process in their state because if they are not involved in developing the pre-submission documents, they may find that the input they can have in preparing the final project application is limited.

PERFORMANCE OBJECTIVE . . . A statement of what the Title I

program is intended to accomplish for participating children in specific, measurable terms. This is usually stated in terms of how much students are expected to score on a test given at the end of the school year.

PROGRAM GUIDES . . . Interpretations of the federal Title I law and regulations (see definition) formerly issued by the U.S. Office of Education. No program guides or guidelines are now effective. All future guidelines will be officially published in the same manner as regulations.

PROJECT . . . A set of activities designed to correct a specific educational problem of a limited number of eligible children.

PROJECT AREA . . . An attendance area, or combination of attendance areas, from which children are to be selected to participate in a project.

RATABLE REDUCTION . . . The amount each school district is entitled to receive depends on a formula in the law which is related to the authorization (see definition). If the appropriation (see definition) is not enough to pay all school districts this amount, it is reduced by giving each district the same share of the actual appropriation which the district would receive if the appropriation were equal to the authorization.

REGULATIONS . . . Rules issued by the U.S. Office of Education for Title I programs. The regulations are based on the Title I law (legislation). Federal regulations, which usually explain or expand on some part of the law, must be published in the Federal Register and usually become effective 30 days after publication.

SCHOOL ADVISORY COUNCIL (SAC) . . . The Parent Advisory Council (see definition) required in each school served by a Title I project (if the project serves at least 40 children and has one full-time equivalent staff person). It advises the district concerning the Title I programs offered at the school. It may also be called a "Building PAC."

SPECIAL EDUCATION . . . Sometimes this term refers to a specially funded program, separate from Title I, that meets the needs of children with physical, mental, emotional or language handicaps. At other times, the term refers to any program to serve children who require special attention: migrant, gifted, culturally disadvantaged, Title I, etc.

STATE EDUCATION AGENCY (SEA) . . . State department of education, department of public instruction, etc.

STATE REGULATIONS . . . Rules adopted by state education agencies for Title I projects in the state. State regulations may not conflict with federal law or regulations.

SUBALLOCATION . . . The process by which a state education agency divides Title I funds allocated to each county in the state among school districts within each county.

SUPPLANT . . . To "replace" or "use instead of." Title I funds may not supplant state or local funds. Supplanting takes place when local school systems use Title I money to support programs and services which were paid for by local funds before federal money became available, or when school

districts provide identical services at all schools (or to students within schools) but charge Title I for these services in Title I schools (or for Title I children). Supplanting also takes place when Title I funds are used to pay for services which school districts provide at some, but not all, non-Title I schools, but the Title I schools do not receive their fair share of these services.

SUPPLEMENT . . . To "add to." Title I funds should add to state and local funds spent for the education of Title I children.

SUPPORTIVE SERVICES . . . Noninstructional activities needed to achieve the educational goals of Title I programs. Such services might include medical and dental care, transportation, counseling, and food.

TARGET SCHOOLS . . . Those eligible schools, or schools serving eligible attendance areas, actually selected by the school district to have Title I programs. May be called "priority schools."

TECHNICAL ASSISTANCE . . . Outside assistance from experts, or knowledgeable and experienced persons, to assist parents or PACs in participating in Title I programs. May include training.

TITLE I COORDINATOR . . . The staff person in the state department of education and the local school district who is responsible for administering the Title I program. In some districts one person may administer the Title I program and all other federally funded programs as well. This person is usually referred to simply as the Coordinator of Federal Programs.

U.S. DEPARTMENT OF EDUCATION (USOE or OE) . . . The federal agency which is responsible for administering Title I.

Abbreviations Used in This Handbook

AFDC – Aid to Families with Dependent Children
ESEA – Elementary and Secondary Education Act
LEA – Local Education Agency
PAC – Parent Advisory Council
SEA – State Education Agency
DAC – District Advisory Council
OE – U.S. Department of Education

Suggestion File

How to Increase Attendance At Council Meetings

1. Pot Luck Dinners – Each parent brings a favorite dish to the meeting. May want to establish a committee so that the menu is nutritionally balanced.
2. Ethnic Dinners – Especially good if your council includes members from different ethnic groups. Can be an excellent cultural learning experience for parents and children.
3. A movie for children and each child brings a parent as admission. The parents can attend the council meeting while the children are entertained at the movie.
4. Room Points – Room points are accumulated based on parent attendance at council meetings. The room with the most points at the end of the year would get an award (e.g. Field trip).
5. Awards to parents with perfect attendance, or to parents who bring in the most new parents, etc.
6. Meetings centered around particular issues or interests (e.g. nutrition, consumer education, career and vocational training).
7. Family talent, fashion or craft shows.
8. Any programs spotlighting children (e.g. plays, festivals, art displays, etc.).

Getting To Know You Activities

1. **Spool of Thread Game**
   Objectives:
   To tell as much information as possible during a set time based on the length of thread you take.
   Materials:
   A full spool of thread
   Activity:
   As the spool is passed each person takes a piece. After everyone has thread then each individual winds the thread around their finger while telling the group about themselves. A person can talk as long as they have thread to wind but must stop when the thread runs out.
2. **Nutrition Game**
   Objective:
   To name as many different dishes as you can think of that contain a specific food.

Materials:

Cards with the name of one food written on each (e.g. peanuts, okra, corn,beef, etc.).

Activity:

As each person enters the meeting room they take a card. After all members have been given time to study their cards then each person names dishes that can be made using that food item.

3. **Circle Game**

Objective:

To get as many different names on a disc.

Materials:

Pencils and sheets of paper onto which is drawn a circle that has been divided into "pie" sections. Each section is labeled with different catagories such as "born here," "drives a red car," "Virgo," "wearing green," "has two sons," etc.

Activity:

Members in the group mingle for 10-15 minutes, trying to find as many people as possible that fit into each category or "slice" of their pie. A person's name can be used only once and the winner is the person with the most names on their "pie".

4. **Occupation Charades**

Objectives:

To guess what each person's occupation is.

Materials:

None

Activity:

Each person acts out what he or she does for a living and the group guesses what that occupation is.

5. **Finish The Story**

Objective:

To tell your name and one piece of information about yourself.

Materials:

None

Activity:

The group leader starts the story and each member adds to it by including their name and at least one piece of information about themselves until all members have added to the story.

Sample Committee Report Form

Name of Committee _____
Chairman _____
Date of Last Meeting _____
Number of members in attendance _____
Date of Last Report _____
Business _____
_____
_____
_____
_____
_____
_____
_____

Action _____
_____
_____
_____
_____
_____

Problems _____
_____
_____
_____
_____

Date of Next Meeting _____
Submitted by _____
Date _____

Sample Treasurer Report Form

Report of the Treasurer of the
Haven Elementary Title I
Parent Council
April 20, 19____

Balance on Hand March 31, 19____		$ 450.00
Receipts		
Proceeds From T-Shirt Sale	$375.00	
Proceeds From Sale of Pens	290.00	
Total Receipts		665.00
(Total)		$1115.00
Disbursements		
Cost of T-Shirts	$120.00	
Cost of Pens	80.00	
Babysitting for March	20.00	
Total Disbursements		$ 220.00
Balance on Hand April 20, 19____		$ 895.00

Mary McGregor, Treasurer

Reviewed and approved by SAC on _____
date

Signed _____, Chairperson

Sample Conference or Workshop Report Form

Name of Individual _____

Name of Conference or Workshop _____

_____

Date(s) _____

Place _____

Trainer(s) or speaker(s) _____

Subject(s) _____

_____

_____

My purpose for attending was _____

_____

_____

My evaluation of this training is _____

_____

_____

Do you feel that this material should be presented to your council?

_____ yes _____ no

Would you like more information on this subject?

_____ yes _____ no

Receipts received by _____

Date _____

Fact Sheet

To provide parents with take-home reference material many councils have developed a Title I Fact Sheet. Fact Sheets are also useful when disseminating Title I information to non-parents.

This brief document frequently follows a question-and-answer format. Here are some questions your Fact Sheet may answer:

- What is ESEA?
- What is Title I?
- What services may be provided through Title I?
- What are the local Title I schools/programs?
- How is a Title I school selected?
- How is a child selected to participate in Title I?
- Do all children in Title I schools receive Title I services?
- In which grade levels do children receive Title I services?
- How many children are served in Title I?
- How much Title I money does the district receive?
- Are parents a part of the Title I program?
- How can parents become involved?
- Why should parents join the council?
- Where can I get more information about Title I?

Copies of the Fact Sheet should be given out at the introductory meeting of all parents and should be available throughout the year.